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ABSTRACT

This learning module is intended to improve the writing and business communications skills of individuals working in health care occupations. The module, which is designed to be presented in a 6-week course of twice weekly 2-hour sessions, targets an audience with basic grammar and punctuation skills but no formal introduction to the process of writing. Included in the module are nine lessons that are structured so as to walk employees through a simple five-step writing process from generating ideas to developing their final written form. The following topics are covered in the individual lessons: freewriting; brainstorming and organization; guided writing, the relevancy test, and sentence types; simple and compound sentences and first drafts; parts of a paragraph and paragraph organization; cause and effect, comparison and contrast, simple listing paragraphs, and transition words; the revision process; editing; and the final draft and evaluation. Each lesson includes some or all of the following: objective, learning activities, quiz, instructional text and/or transparency masters, teaching notes, and practice exercises. Concluding the module is an answer section. (MN)

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ED 364 691

THE WRITING PROCESS IN HEALTH CARE

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December 1,1993

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THE WRITING PROCESS

IN

HEALTH CARE

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John Cleary

December 1, 1993

INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

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INTRODUCTION

What is good business writing? What does it take to write clear memos? How can the fear of writing be eliminated?

This module targets an audience that has basic grammar and punctuation skills. However, they have not been introduced to the process of writing and the specific guides to create clear and effective business communications.

This module is designed to walk employees through a simple five - step writing process from generation of ideas to final physical form. An important element of the module is dealing with students' fears of writing. Students will learn and practice a writing strategy that can be applied to any business writing.

The first and last classes will include the administration of a pre and post course writing sample. The course is designed to be presented in six weeks for 2 - two hour sessions each week. The class can be modified in length to suit a specific audience.

Class activities include brainstorming for topics and ideas, organizing ideas, sentence diagramming, lots of writing, and paired or group editing.

While the focus of the class is on the writing process, sentence and paragraph structures and editing mechanics will be reviewed.

Students are expected to improve the clarity and effectiveness of their communications.

LESSON 1

INTRODUCTION, COURSE OVERVIEW, AND INTRODUCTION TO FREEWRITING

Objective: To deal with the fear of writing and the notion that writing is a two step process (think it, then write it). To provide class overview to introduce free-writing and to administer an informal non-threatening pre-course assessment writing sample.

Activities:

1. Questionnaire
2. Freewriting exercises
3. Small group discussion regarding fear of writing
4. Questionnaire

QUIZ

Answer these questions with "YES" or "NO"

1. Do you think writing is a powerful tool to solve your problems?
2. Does writing make you feel stupid?
3. Would you like to write more?
4. Do you believe that writing has too many spelling, grammar, and punctuation rules?
5. Is writing easy?
6. Is your writing lengthy and disorganized?
7. Do you believe that becoming a better writer will help you get a better job?
8. Is your writing unclear?
9. Do you believe everyone else in this room just thinks of what they want to say and then writes it?
10. Do you sometimes draw a blank when you start to write?
11. Does the thought of writing make your hands sweat and your stomach cramp?
12. Do you like to spell?
13. Are you so concerned about grammar, spelling, and punctuation that you can't start writing?
14. Are you wondering what the heck you're doing in this class?
15. Do you think writing will help your reading?

Adapted from STASZ & ADAMS, 1993

PRE-WRITING

FREEWRITING

One way to conquer writing anxiety and to get started writing is freewriting. Freewriting is simply writing privately for a few minutes about anything that crosses your mind. When freewriting you should keep in your mind the following:

* Use the non-rational part of your mind
* Don't worry about grammar, spelling (be creative) or punctuation
* Don't worry about making sense; it isn't going to be shared with anyone
* If you draw a blank, then write, "I'm drawing a blank," or your name over and over.
* Just do it!

PRACTICE

Directions: Freewrite for ten minutes.

You can write about anything you want, or you can try these ideas:

- Your family
- Freedom
- Your divorce (try not to be too negative)
- Your favorite holiday
- What you had to eat last night
- A movie
- Exercise
- Your job
- God
- Your future

FREEWRITING

Did anybody die? Do I need to call the medics? This freewriting practice should have been fun because there was no pressure to get it "right." Now that it's over, ask yourself the following questions:

Did you cheat and worry about writing rules?

Did one thought grow out of another one?

Did you stop writing to correct mistakes?

PRACTICE FREEWRITING

Directions: Let's do it again. Freewrite for ten minutes about any topic you want or go back to the list and pick something else.

FREEWRITE FOR TEN MINUTES

Remember, don't worry about any rules or stop to correct mistakes. Just get wound up and start writing.

LESSON 2

INTRODUCE BRAINSTORMING AND ORGANIZING

Objective: To review lesson and answer any questions. To ask the question "Why write or not?" To introduce rules of brainstorming and practice it to generate ideas. To introduce ways to organize ideas such as clustering and outlining. Specific practice uses clustering.

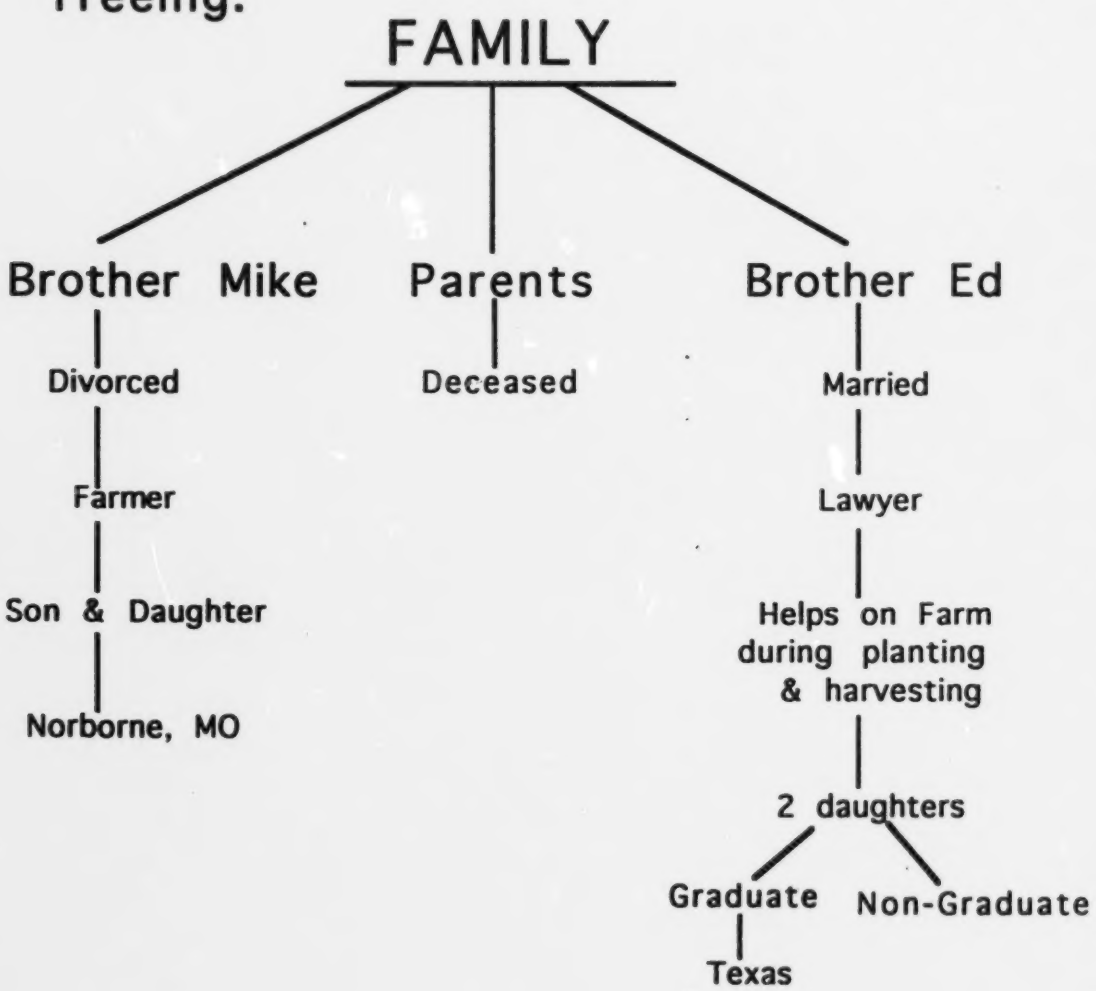
Activities:

1. Model brainstorming and clustering.
2. Practice brainstorming for ideas.
3. Practice clustering ideas generated in brainstorming.

WHEN TO WRITE	WHEN NOT TO WRITE
When you have a need to: 1. inform 2. tell a series or events 3. describe something in detail 4. support an opinion or persuade someone. 5. give clear directions 6. convince customers 7. inspire workers	When: 1. you are angry 2. you don't want to leave a paper trail 3. a phone call will do 4. you should see them in person 5. someone else should communicate the information

The following three techniques may be used to go from brainstorming to the next phase of organization. Choose the one that feels best to you.

Treeing:



OUTLINE

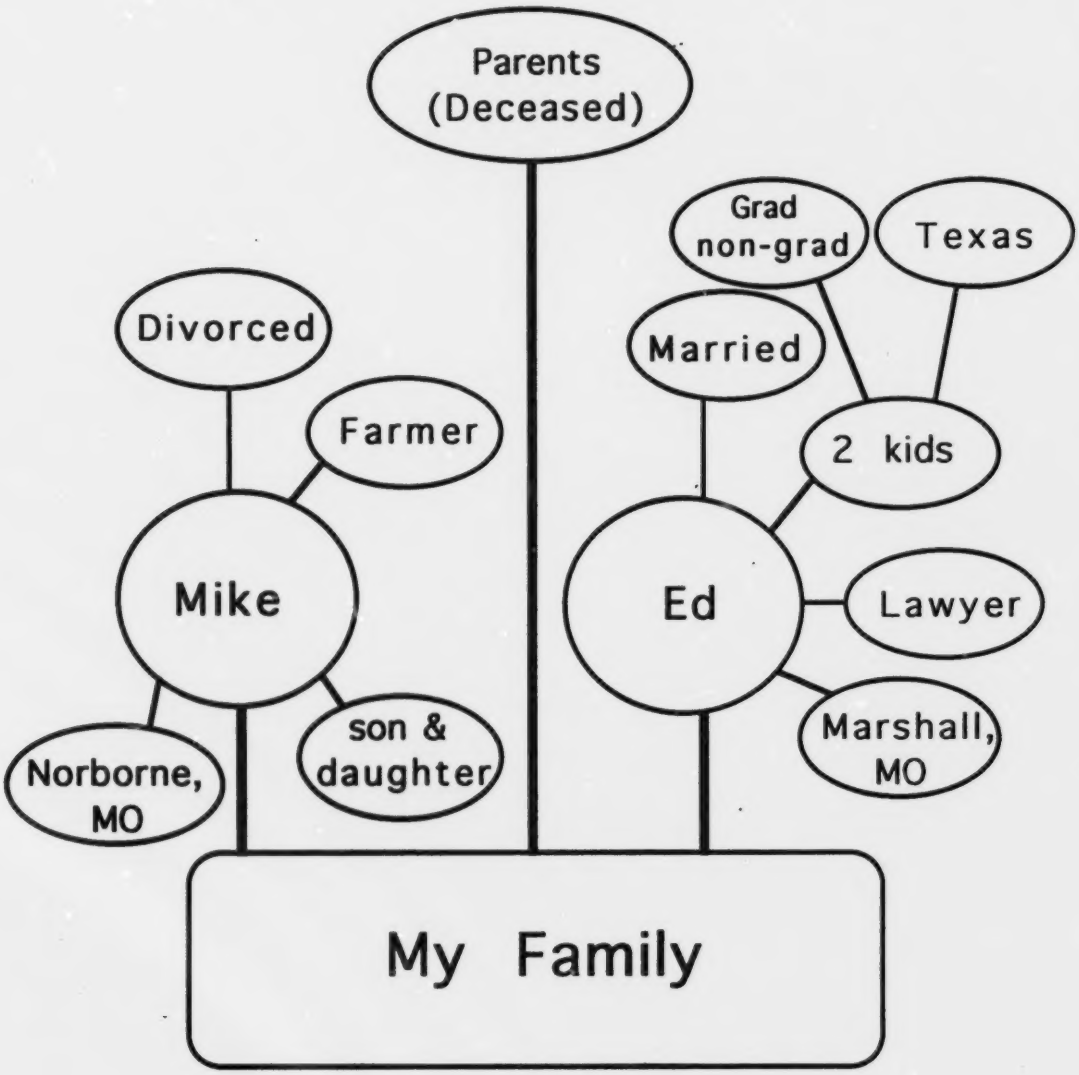
SUBJECT: My family

1. Brother Ed
   - A. Married
   - B. Lawyer
   - C. 2 Daughters
     - (1) 1 graduated, lives in Texas
     - (2) 1 graduates in June, 1994
   - D. Helps brother on farm
     - (1) During planting and harvesting
   - E. Marshall, Missouri

2. Brother Mike
   - A. Divorced
   - B. Farmer
   - C. Son & Daughter
   - D. Norborne, Missouri

3. Parents
   - A. Deceased

CLUSTERING OR MIND MAPPING



BRAINSTORMING

After your purpose, audience, and topic are clear in your mind, you are ready to generate ideas about your topic. To help you get started, ask yourself the following questions:

What interests you about this topic?
What do you already know about it?
Will you need to do research?
Ask yourself questions such as who? What? Where? How? When? Why?

Visualize the subject and write down any sights, thoughts, smells, likes, dislikes, etc., that enter your mind.

RULES OF BRAINSTORMING

Freeform
Anything goes
No complete sentences
Use trigger words
(Who, what, when, where, why, sights, smells, sounds, ideas, likes, dislikes)
Look up and visualize the subject
Write everything down; don't judge or reject anything
It's not a final product

PRACTICE

BRAINSTORMING FOR IDEAS

In this exercise, write down 5 things your know something about. Make it your first 5 thoughts (unless they're dirty). Just make a list!

1.
2.
3.
4.
5.

Hint: Write down only those ideas you know something about.

Choose one of the above ideas and put it on a separate piece of paper. Otherwise, choose one of the following subjects and write down all the ideas that come into your mind. (Don't judge, just write!)

From previous list or

1. God
2. My job
3. Women in the military
4. My family
5. My dog
6. My dog's breath

PRACTICE BRAINSTORMING

Look at your list and ask yourself these questions.

Which one "grabs" you?

Which one would you have the most to say about?

Which one seems to be the easiest to write about and feels the best?

What would you say about it?

CLUSTERING

Clustering or mind-mapping comes from a freewriting approach. It can be broken into 5 steps or chunks. As with brainstorming and freewriting, don't worry about grammar, spelling, punctuation, making sense, or complete sentences. Just follow the model as if it was a map and you will get where you want to be.

STEPS USED IN CLUSTERING

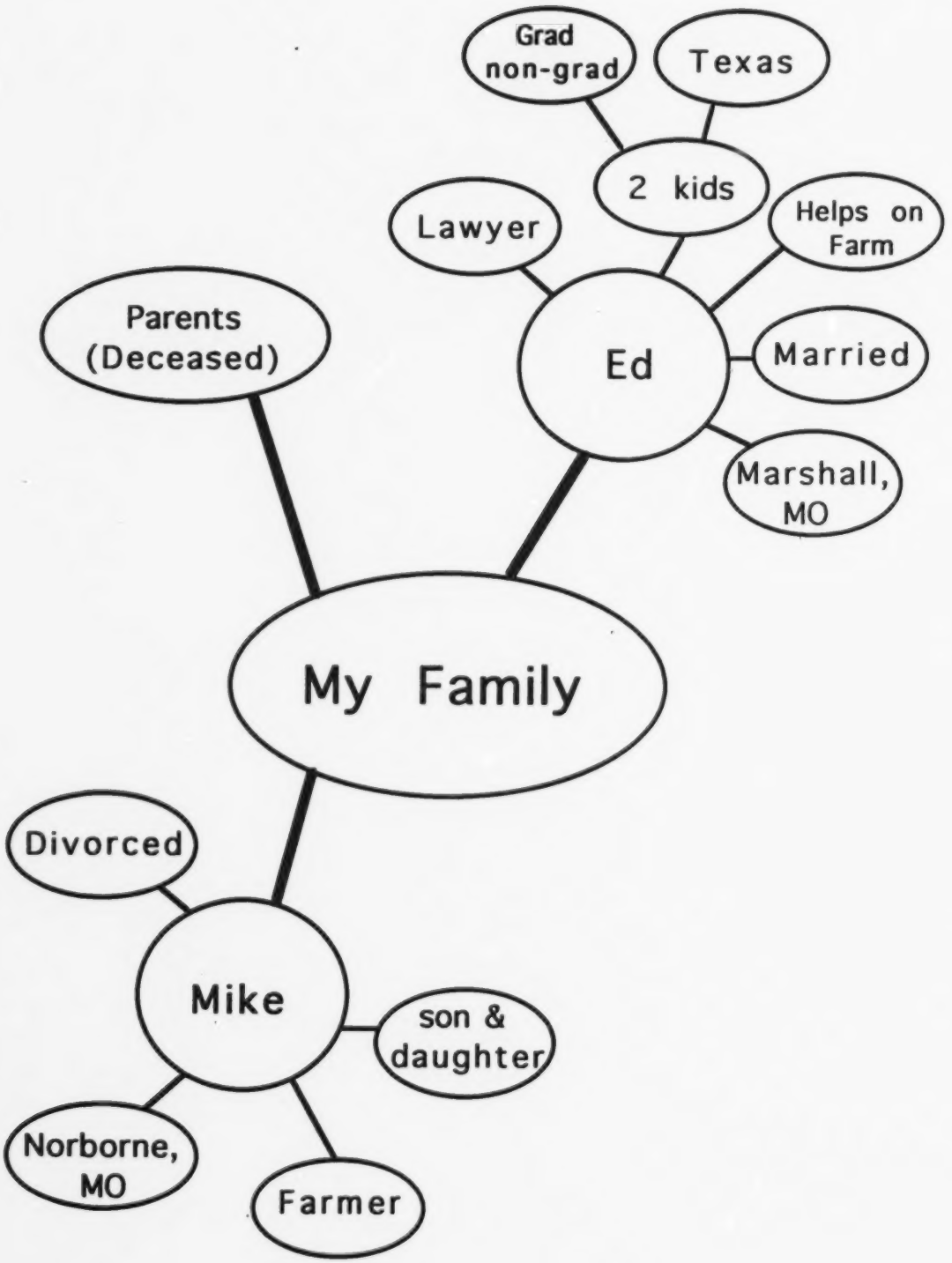
TEACHING NOTES: The teacher first demonstrates the steps used in clustering, then students are asked to repeat the same steps.

Step 1: Draw a circle in the middle of an empty page. Write the topic or subject inside the topic.

Step 2: As you think or talk about the topic or subject inside the circle, draw other circles and add ideas, descriptions, or anything else you can think of.

Remember:

* Don't be judgmental
* There are no bad ideas
* You will edit unnecessary ideas later
* Do not use complete sentences


Grad non-grad
Texas
2 kids
Lawyer
Helps on Farm
Parents (Deceased)
Ed
Married
Marshall, MO
My Family
Divorced
Mike
son & daughter
Norborne, MO
Farmer

Step 3: Move from circles to sentences

For example:

My mother is dead.
My father is dead.
My brother Mike lives in Norborne, Missouri.
He is a farmer.
He is divorced.
He has a daughter.
He has a son.

My brother Ed lives in Marshall, Missouri.
He is married.
He is a lawyer.
He has two daughters.
Katie has graduated from college.
She lives in Texas.
Molly will graduate in June.
Ed helps Mike on the farm during planting and harvesting.

Step 4: Connect the sentences. Add descriptive words.

Hint: *And, or, but* are commonly used connecting words. A much larger list of connecting words is given later .

For Example:

My brother Mike is a farmer and he lives in a small town called Norborne, Missouri.
He is divorced and has a son and a daughter.
My brother Ed is a lawyer.
He is married and he and his wife have two daughters.
Katie has graduated from college and lives and works in Texas.
Molly will graduate in June.
Ed and Mike both like to work on the farm.

PRACTICE

You have seen the teacher demonstrate the steps involved in clustering.

Now it is your turn to follow the same steps.

Please write about your family using the same steps.

LESSON 3

GUIDED WRITING RELEVANCY TEST FOR IDEAS AND SENTENCE TYPES

Objective: To review and practice concepts from previous classes. To introduce the actions of purpose and audience. To begin review of critical elements of sentences.

Activities:

1. Discussion regarding writing purpose and audience
2. Discuss and practice choosing topics
3. Practice identifying irrelevant ideas
4. Sentence practice

PURPOSE

Why am I writing this? The following are 4 writing purposes:

To inform

May give information, explain something or define the meaning of something.

To tell a story

Tells a series of events.

To describe

Describes something in detail.

To persuade

To support an opinion or to persuade the reader to do something.

Remember: If the reader forgets everything else, what one key point do I want remembered?

AUDIENCE

KNOW YOUR READER

Who is your reader?

What does the reader know about the subject?

How does the reader feel about the subject?

Should you adjust to the reader's style?

WHAT IS YOUR TOPIC?

Topics can be assigned

Topics can be chosen

Topics shouldn't be too broad or too narrow

Choose something you already know something about

PRACTICE CHOOSING A TOPIC

On a sheet of paper make a list of a few things you might want to write about. Anything will do, whether it's good or bad. Just do it.

Examples:

- My family
- Running in the snow
- My farm in Missouri
- My ex-spouse
- My job

Ask yourself some questions about your list.

- Which one jumps out at me?
- Which topic seems the easiest to write about?
- Which one feels the best?

Choose one.

PRACTICE

In the space below each general subject, write at least two topic ideas.

1. Subject: Health Care Reform
   Purpose: To explain
   Audience: Caretakers
   Topic 1: _____
   Topic 2: _____

2. Subject: Your job
   Purpose: To describe
   Audience: New employee
   Topic 1: _____
   Topic 2: _____

3. Subject: Building new wing of hospital
   Purpose: To describe
   Audience: Your family
   Topic 1: _____
   Topic 2: _____

4. Subject: New safety measures because of AIDS
   Purpose: To persuade
   Audience: Fellow workers
   Topic 1: _____
   Topic 2: _____

5. Subject: Cleaning supplies
   Purpose: To persuade
   Audience: Supervisors
   Topic 1: _____
   Topic 2: _____

IRRELEVANT IDEAS

During brainstorming, you write down every idea that comes to mind in a non-judgmental manner. When you are finished brainstorming, you need to take out the irrelevant ideas or ideas that don't belong in your writing.

Irrelevant ideas do not belong in your paragraph because they do not relate to the topic sentence or they confuse your reader.

PRACTICE

Directions: Cross out the irrelevant ideas from the lists below.

1. Mick Jagger
   John Lennon
   Pete Townsend
   Caruso

2. Supervisor
   Manager
   Captain
   Director
   Worker

(Refer to answer sheet)

IDENTIFYING SENTENCES

There are 4 kinds of sentences.

1. Declarative - which is a positive or negative assertion.

   Example: The operation will begin at 7:00 a.m. (Ends with a period)

2. Interrogative - asks a question.

   Example: Would you like some pain medication? (Ends with a question mark)

3. Imperative - expresses a command or wish.

   Example: Please clean room 207. (Ends with a period)

4. Exclamatory - expresses excitement, surprise, urgency, or special emphasis.

   Example: Get your flu shot today! (Ends with an exclamation point)

PRACTICE

TYPES OF SENTENCES

Directions: In the blank space provided, identify each of the following sentences as declarative, interrogative, imperative, or exclamatory. Please insert appropriate end punctuation after each sentence.

1. If it snows, please shovel the sidewalk

2. When the medication comes, please bring it to me

3. Is there a Code Blue Cart in your room

4. Please have Nurse Smith return my call

5. Ouch

6. In our new Environmental Services Contract, how many vacation days are provided

7. Watch out

8. We sent the order to pharmacy

9. Many Nutritional Services' applicants submit references with their application letters

(Refer to answer sheet)

LESSON 4

SIMPLE AND COMPOUND SENTENCES AND FIRST DRAFT

Objectives: To move from ideas, to organizing ideas, to first draft. To introduce and practice sentence styles.

Activities:

1. Do sentence exercise
2. Using cluster map of family, form a paragraph or paragraphs
3. Do paragraph exercises and share with the class

SENTENCE STYLES

1. A simple sentence has one main clause.

   Example: Nurses take care of people.
   In the healthcare field, hospitals compete with one another for patients.

2. Compound sentences contain two or more main clauses, but no dependent clauses.

   Example: We total the hospital expenses at the end of the stay, and bills are ordinarily presented at that time.

   The Environmental Services Department can retrain certain employees, or it can hire new employees with the necessary skills.

3. Complex sentences have one main clause and one or more dependent clauses.

   Example: The nurse, who made the decision, is now the Head Nurse.

   Dr. Smith took the course because he wanted to be a better surgeon.

   To complete cleaning the rooms today, we may have to work overtime.

PRACTICE EXERCISE

In the blank provided, identify each of the following sentences as simple, compound, complex, or compound-complex.

1. Several of the applicants for the position of Nursing Supervisor had previous experience. _____

2. Registration was slow today, but the patient arrived in her room by 10:00 p.m. _____

3. Nurse Ratchet says that they needed further training.
_____

4. Dr. Livy left before I arrived, and he took the chairs and stethoscope with her. _____

5. Many departments sent a representative to the TQM meeting, and all representatives reported that the meeting was extremely helpful. _____

(Refer to answer sheet)

STEP 2
FIRST DRAFT

You have now produced some sentences from your cluster map about your family. Take the sentences and form a paragraph or paragraphs. For example:

My Family

I'd like to tell you about may two brothers who live in Missouri.

My brother Mike is a farmer and lives in a small town called Norborne, Missouri. He is divorced and has a son in college and a daughter who styles hair.

My brother Ed is a lawyer and lives in Marshall, Missouri with his wife and two daughters. Katie, the oldest, graduated from college and moved to Texas. Molly will graduate in June.

I hope to see, call, or write them soon.

Now take your sentences and produce a paragraph(s).

PRACTICE

Choose one topic from the list below or a topic of your own and produce a paragraph. Be sure to use the steps in the writing process.

1. Getting along with your spouse
2. Teaching someone to cook
3. Your favorite TV show
4. Exercise
5. Women in the medical field
6. Why you should get the job

Choose another topic and write another paragraph using the steps of the writing process.

LESSON 5

PARTS OF A PARAGRAPH AND PARAGRAPH ORGANIZATION

Objective: To review and confirm first draft, to define the parts of a paragraph and to address the various ways of organizing a paragraph such as time order and order of importance.

Activities:

1. Develop topic sentences
2. Develop supporting sentences
3. Construct a time order paragraph
4. Construct an order of importance paragraph
5. Introduce transition words

PARAGRAPHS

A Paragraph is a series of related sentences developing one topic, idea, or central point.

The Topic Sentence gives a general overview of what the rest of the paragraph will say. It is usually the first sentence and always a complete sentence.

Supporting Sentences contain details that explain or make clearer the topic sentence. The supporting sentence should verify the writer's point and be relevant.

TOPIC SENTENCE PRACTICE

A topic sentence should be a complete sentence that tells the reader the main point of the paragraph.

Let's look at the following subject.

> Many people will feel comfortable about using the writing process if they understand how its steps work.

Now let's look at three possible opening statements.

1. This paragraph is about how to use the writing process.
2. Using the writing process is not as hard as you may think.
3. The writing process can be confusing or scary until you get to know how to use its steps.

Sentence 1 is too general.

Sentence 2 states the main idea, but it is vague.

Sentence 3 is the best topic sentence because the main idea of the paragraph is to make people feel comfortable using the writing process by explaining its steps.

PRACTICE

DIRECTIONS: Put a 1 next to the event that you think occurred first and a 2 next to the event that happened next. Continue numbering the events in each list until they are all in order.

FIRST LIST (Put in order)

Date: December 6, 1993

To: All Environmental Employees

From: Mr. Boss

Subject: Total Quality Management (TQM) Training

The TQM workshop will be held Wednesday, December 15, 1993 in the Birch Room.

_____ Please call with any questons or if you are unable to attend..

_____ The purpose of this workshop is to introduce our employees to TQM principals and goals.

_____ You are encouraged to bring with you ideas for improving the quality of our Environmental Services Department.

SECOND LIST (Put in order)

Date: December 7, 1993

To: Mr. Boss

From: Joe Smith

Subject: Additional employee on the swing shift in the Kulman Building

_____ I am usually taken from my job on One-East and asked to help in the Kuhlman Building.

_____ As a result, overtime hours are required to get both jobs done.

_____ The purpose of this memo is to request another Environmental Services person be added to the swing shift in the Kuhlman Building.

_____ I would be glad to talk to you about this suggestion at your convenience.

THIRD LIST (Put in order)

WASHER TRAINING

Participants will be instructed in the following areas:

_____ They will then cover all safety procedures.

_____ Finally, how to measure chemicals and water temperature, balance the loads and how to sort the laundry.

_____ They will start with the proper use of power and emergency switches.

PRACTICE

Writing a topic sentence for supporting sentences.

Directions: Create a topic sentence for the following supporting sentences and make a complete paragraph.

_____

_____

Every morning Dr. Smith comes to work 20 minutes late. She uses hospital time to phone her stockbroker. Her lunch hour and breaks always last longer than anyone else's. She usually leaves work before the end of rounds.

> **HINT:** A topic sentence should be a complete sentence that tells the reader the main point of the paragraph.

PRACTICE

WRITING A TOPIC SENTENCE

DIRECTION: Write five things that you like and tell why you like it.

1.

2.

3.

4.

5.

Chose one topic from the above list and create a topic sentence.

DIRECTIONS: Now write five things you dislike and why.

1.

2.

3.

4.

5.

Please write a topic sentence about two of the above topics.

SUPPORTING SENTENCES

A paragraph has a topic sentence and other sentences that support the topic sentence.

After the topic sentence is developed, write supporting sentences that prove or explain the main idea of the topic sentence.

Write 2-4 supporting sentences for the topic sentences below.

1. The end of shift at a hospital is always busy. (Why?)

2. Being a manager is not easy. (Why not?)

3. I hate having to write a lot. (Why?)

TIME ORDER PARAGRAPHS

Details in a paragraph may be arranged in time order. This is most often used to explain a process, procedure, or event. Some possible processes which can be described in paragraph include the following:

How to give a presentation

How to make a cake

How to plan a piece of writing

How to write a check

PRACTICE

Begin by brainstorming all of the details in the process that you can think of and then arrange them in the order they should be done. You may choose one of the topics already listed, or you may pick one from your job.

Ask yourself the following questions to help you start writing:

What equipment do I need?

What's the end result?

What's the proper order of the process?

Is some other order possible?

DEVELOPING ORDER OF IMPORTANCE IN PARAGRAPHS

A paragraph's details may be arranged in the order of their importance. This technique is often used in paragraphs that explain or persuade. Usually, the order of importance proceeds from the least important to the most important points; however, this order can be reversed.

Possible topics for order of importance paragraphs include:

- Excuses for being late for work
- Reasons for going to a Business English class
- Reasons for exercise if you have high blood pressure
- Other

Brainstorm all of the reasons for your topic and then list the reasons in the order of importance, from least important to most important.

LESSON 6

CAUSE AND EFFECT, COMPARISON AND CONTRAST, SIMPLE LISTING PARAGRAPHS, AND TRANSITION WORDS

Objective: To learn how to arrange paragraphs according to cause and effect, comparison and contrasts, or simple listing methods.

Activities:

1. Review lesson 5.
2. Students will be shown how to organize paragraphs according to cause and effect, comparison and contrast, or simple listing.
3. Students will have to produce a paragraph of an organization method.
4. Introduce transition words.

CAUSE AND EFFECT PARAGRAPHS

Cause and effect organization is often used in a paragraph to tell why something has happened, what will result if something occurs, cause of something, effects of something, or to predict the results of an event.

Some possible topics that cause and effect organization might come in handy for are included in the following:

Why I did or didn't get my promotion

Why I did or didn't get my raise

Why my boss is so angry right now

Why TQM is good for the company

PRACTICE

Begin by brainstorming all of the details that will tell you why something happened or what will result if something happens. You may choose one of the topics already listed or you may pick one from your job. Then write a paragraph.

Hint: Be sure to use the writing process.

COMPARE AND CONTRAST PARAGRAPHS

Details in a paragraph may be arranged in order of comparison and contrast. You use comparison to show how two subjects are similar or alike or contrast to show how two subjects are different. Sometimes, both comparison and contrast may be used in the same paragraph.

Some possible examples of topics that could be developed by comparison or contrast or a combination of both include the following:

A past job you had and the one you have now

Getting ready for a Total Quality Management (TQM) meeting and getting ready for your regular job

The old way of management and the TQM approach

PRACTICE

Begin by brainstorming all of the details concerning one of the topics mentioned above or something else from your work place. Write a paragraph about the subject and use the steps of the writing process we have discussed.

SIMPLE LISTING PARAGRAPHS

Simple listing is used to organize a paragraph when the support details can be presented in any order because they are connected only as definite examples of the point of the paragraph. No particular order is required for the details in the paragraph.

Some topics include:

Listing the benefits of working for your organization

Listing the reasons you live in your state

Listing the reasons you like your hobby

PRACTICE

Choose 1 of the following topics for writing practice.

1. Write a paragraph listing all the reasons you live in your state
2. Chose your own topic
3. Write a paragraph listing reasons you are firing an employee

TRANSITION WORDS

Good writers make the paragraph move forward by using transitional words and phrases to lead from one sentence to another. These "connecting" words lead the reader from one point to the next.

Time order words

as soon as
last
before
after
first, second, ...
when
while
finally
meanwhile
next
now
at the same time
then

Comparison words

in the same way
likewise
both
similarly

Clarifying, giving an example of, or emphasizing ideas or facts words

that is
for example
for instance
in other words
in fact

Addition of ideas or facts words

in addition
besides
also
furthermore
moreover
and

Contrast words

by contrast
whereas
but
yet
nevertheless
otherwise
however

Conclusion or summary words

thus
consequently
therefore
so
in short
in conclusion
as a result

LESSON 7

THE REVISION PROCESS

Objective: To reinforce the concepts of purpose, organization, and details in paragraph construction by using the revision process.

Activities:

1. Working with a partner
2. Working in small groups
3. Simulation activity - creating a job aid with a partner

REVISION

After writing a first draft, you are ready to revise your work. In revision, you evaluate what you have written in terms of does your writing do what it is intended to do.

In this revision lesson, we will look at paragraphs in 3 different ways.

DOES THE PARAGRAPH ACHIEVE ITS PURPOSE?

When you wrote the paragraph, what was your purpose -- to entertain, inform, persuade, respond, explain, announce? If your purpose is not evident to you, it certainly won't be evident to your reader.

EXERCISE

Determine the purpose of each of the following paragraphs: With a partner, compare your answers.

1. We believe there are several advantages for your hospital to change to Bailey's Linen Service. We have daily service with guaranteed delivery of clean linens by 6:00 a.m., customer service representatives available to you 24 yours a day 7 days a week, and the lowest rates in the linen industry. No other linen company in town offers such quality service at such a low price.

Purpose of the paragraph _____

2. It is my great pleasure to announce the promotion of C.C. Jones to Director of Dietary Services. Mr. Jones has been a member of the dietary team for twelve years. During this time, he has implemented many cost-effective policy changes and has increased staff morale significantly. He has also recently developed a comprehensive training program for new dietary personnel. His promotion is well-deserved!

Purpose of the paragraph _____

3. Please remember the following guidelines when using the department's new copy machine. First, always keep the lid down when making copies. Failure to do so results in excess use of toner. Second, record the number of copies with the appropriate cost center number in the logbook next to the copier. Finally, if the paper cartridge is empty when you finish making your copies, fill the cartridge for the next employee.

Purpose of the paragraph _____

IS THE PARAGRAPH ORGANIZED IN A LOGICAL MANNER?

In some ways, writing is creating a map for your reader. However, if you don't know where you're going, your reader will be lost too. That's why organization is so important in the writing process--it allows the reader to travel with you on the journey you have created.

EXERCISE

In a small group no larger than 3 participants, arrange the directions in the following recipe in the correct order. You have 3 minutes to complete the task.

BREAKFAST POTATO PIE

Ingredients:

6 eggs
1/2 tsp. onion powder
1/2 tsp. thyme leaves
1/4 tsp. salt
1/8 tsp. pepper
3 cups frozen has brown potatoes
4 oz. (1C) shredded Swiss cheese
1/2 cup diced ham
1/2 cup chopped green pepper
1 tomato, thinly sliced (optional)

Directions:

Stir in potatoes, cheese, ham, and green pepper; pour into prepared pan.

Garnish with tomato slices; Canadian bacon or sausage may be substituted for ham.

Bake at 350 degrees for 40-45 minutes until set.

In medium bowl, combine eggs, onion powder, thyme, salt, and pepper. Beat well.

Heat oven to 350 degrees. Generously grease 9-inch pie pan.

As this exercise illustrates, logic is an important part of our communication process. Now, read the first draft of your paragraph and determine if your thoughts are arranged in the best way possible. If they aren't, make notations in the margin for your final draft.

ARE THERE SUFFICIENT DETAILS TO DEVELOP THE MAIN IDEA?

Even a well-organized paragraph whose purpose is evident to the reader may still fail as a piece of writing. This failure is often due to the writer not supplying the reader with sufficient details.

EXERCISE

A. Think of a task you perform in your present (or past) position. Now create a job aid (a checklist, list of steps, diagram, form) that would help you in training a new person. Example: part of your job is filling out requisition forms for surgical supplies. Create a checklist for the process. (You may have to sketch an approximation of the form to do this exercise.)

B. With a partner who has never performed your task, see if they can perform the task from the details you have provided. Then switch roles.

C. If your partner cannot perform the task, it is likely you have not provided enough details in your job aid. Go back and try again!

Now, check your first draft again. Are there sufficient details for the topic and purpose you selected? If not, make notations in the margin for your final draft.

After revising your paragraph in terms of purpose, logic, and details, it's now time to edit your first draft.

LESSON 8

EDITING

Objective: To enable the writer to strengthen his writing by learning how to recognize and correct weak grammar sentence structure, punctuation, and capitalization.

Activities:

1. An important step toward self-correction is working with a partner; therefore, each activity is structured in a paired format.

2. Extension activities that are easily adaptable to small or whole-group work are also included.

Editing is a very important step in the writing process. During editing, the writer ensures that his writing is clear and understandable to the reader by double-checking the accuracy of the following areas:

Grammar: agreement of subject and predicate, passive/active voice, parallel construction, and complete/run-on sentences.

Spelling

Punctuation: end marks, seem-colon, colon

Capitalization

One of the most helpful ways to do this is for the writer to ask himself questions before he begins to edit.

SUBJECT VERB AGREEMENT

To understand subject and verb agreement, it's important to understand the difference between standard and non-standard English.

EXAMPLE: Standard: *Were you there?*
Non-Standard: *Was you there?*

Some questions the writer needs to keep in mind are...

Q Does my verb(s) match the subject(s) and not the word closest to the verb(s)?

Q Have I made sure that if my subjects are joined by *and,* they take a plural verb?

Q Have I made sure that my singular subjects have singular verbs and that the plural subjects have plural verbs?

EXAMPLE: The admissions and radiology departments **were** both (not "was") painted today.

Subjects joined by "and" are plural, and therefore, take plural verbs.

EXAMPLE: Jim, a new technician **was** (not "were") absent from the benefits meeting.

Singular subjects take singular verbs.

>> **Next page activity:** Each partner takes a turn reading the sentences aloud and choosing the correct verb.

>> **Extension activity:** Employees listen to daily conversations in the workplace that illustrate non-standard examples; bring examples to class and discuss.

EDITING PRACTICE

SUBJECT AND VERB AGREEMENT

Underline the subject of the sentence and the verb that matches it.

1. The friendly discussion that took place in the conference room (was, were) fun.

2. This committee (show, shows) a fine spirit of cooperation.

3. Near the bottom of the basket there (is, are) a layer of utensils.

4. One pencil and one notepad (is, are) to be placed at each seat.

5. The executive board (is, are) meeting at 2:00 p.m.

6. Marty, who is the best programmer in the department, (is, are) organizing the campaign.

7. The clerks in the shipping office (deserve, deserves) all the credit.

8. Every employee (was, were) listening to the speaker.

9. How long (has, have) the new surgical unit been open?

10. The cost of labor and materials (put, puts) us in a dilemma.

(Refer to answer sheet)

SENTENCES AND FRAGMENTS

There are two questions a writer must ask himself to determine whether or not a group of words is a sentence:

Q Does it have a subject and a predicate (verb)?

Q Is it a complete thought?

If the answer to either question is "no," then the group of words is a fragment. A fragment is a part of a sentence or an incomplete thought.

>> **Next page activity:** Partner A reads each fragment and Partner B determines which word(s) is missing (example: the subject). Partner A then completes the fragment by adding the necessary word(s) to make a complete sentence. Switch parts.

>> **Extended activity:** Partner B creates three sentences; Partner A changes those sentences to fragments.

EDITING PRACTICE

SENTENCES AND FRAGMENTS

1. When I pass the technician test.

2. Because I'm a good listener.

3. For the second time today.

4. While driving to work today.

5. Before I start to clean every morning.

6. Interviewed the candidate.

7. Received your letter this morning.

8. The CEO, a world-class runner.

9. Although the manager tried to please everyone.

10. The sound of footsteps.

(Refer to answer sheet)

RUN-ON SENTENCES

Here are three questions the writer might ask himself to determine whether his writing contains run-on sentences or not:

Q Am I trying to say too much in one sentence?

Q Do I have more than one complete thought in a group of words?

Q Do I have too many words together without punctuation?

Run-on sentences can be corrected in one of three ways:

1. by separating the two parts into two sentences
2. by separating the two parts with a semi-colon
3. by separating the two parts with a comma and a conjunction

Note: The most common run-on sentence is made when two complete sentences are joined by only a comma.

EXAMPLE: *The dietitian created new menus, they were a much-needed improvement.* (Incorrect)

1. *The dietitian created new menus. They were a much-needed improvement.*

2. *The dietitian created new menus; they were a much-needed improvement.*

3. *The dietitian created new menus, and they were a much-needed improvement.*

>> **Next page activity:** Partner A reads first five run-on sentences. Partner B corrects the run-on in one of the three ways listed above. Switch for the last five sentences.

>> **Extension activity:** Partners use the other two options for creating a clear sentence.

EDITING PRACTICE

RUN-ON SENTENCES

1. Where is the restroom I can't find it.

2. Last year Mr. Burns worked in Admissions now he works in Patient Services.

3. Ester, the newest employee, offered useful suggestions for solving the department's problem, she will be a valuable team member.

4. The road was unpaved we continued to drive.

5. Steve couldn't order the materials he could not finish the job.

6. Pat was tired of working a lot of overtime, she planned to speak to her boss about it after lunch.

7. I didn't wake up on time my alarm clock didn't go off.

8. Ruthann studied the form she was confused.

9. He wanted to work the second shift, he went to school during the day.

10. Where did you put Mrs. Springer's chart I thought it was here.

(Refer to answer sheet)

PARALLEL CONSTRUCTION

Q Are my words written in such a way that my expressions are consistent?

EXAMPLE: *Iris is a good supervisor because she is smart and has patience.* (Awkward)

Smart is an adjective; *has patience* is a verb and a noun. Both parts used to describe *Iris* should either be adjectives or verb phrases.

Iris is a good supervisor because she is smart and patient. (Improved -- both words used to describe *Iris* are adjectives)

or

Iris is a good supervisor because she has intelligence and patience. (Improved -- both parts used to describe *Iris* are verb phrases)

>> **Next page activity:** Partners A and B read each sentence silently and rewrite each to show parallel structure. Then each partner takes a turn reading his sentence aloud while his partner determines whether the sentence is expressed in parallel structure.

>> **Extension activity:** Partner A writes down a list of verb phrases while his partner writes down a list of adjectives. Partners then exchange papers and try to create sentences with parallel constructions using each other's list.

EDITING PRACTICE

PARALLEL CONSTRUCTION

1. Mrs. Bassey is bright, compassionate, and has competence.

2. Why does Doctor Rimski love to lecture but dislikes visiting patients?

3. My doctor told me to take two aspirin and that I should call him in the morning.

4. The employee stopped, was scratching his head, and wondered what to do next.

5. LPN Goodberry is someone who knows her job and is enjoying it.

6. Sometimes it's better to say nothing than speaking angrily.

7. The cafeteria is closed till after the holidays and opening in January.

8. Sally's an excellent typist and wanting a raise.

9. The vice president spoke hesitantly to the disgruntled group and was thinking about what to say next.

10. She likes to swim, ski, and bowling.

(Refer to answer sheet)

ACTIVE AND PASSIVE VOICE

The passive voice puts the emphasis on the person or thing receiving the action rather than upon the one performing it. It is often used in situations in which the speaker does not know or does not wish to say who performed the action (as in the example below). Although useful for this purpose, the passive construction can easily be overused. A succession of passive sentences has a weak and awkward sound and should be avoided.

Q Is my writing in active voice? That is, when the subject is acting, we say that the subject is the doer; when the subject is receiving the action, we say that the subject is the receiver.

EXAMPLE: *The LPN was ordered to abandon her duties.* ((Passive)

Receiver of the action: LPN

Mr. Weber ordered the LPN to abandon her duties. (Active)

Doer of the action: Mr. Weber

>> **Next page activity:** Individually, each partner fills in the blank with an "A" for active voice and a "P" for passive voice. Then, together they compare answers. For each sentence, partners determine the receiver and doer of the action and explain why the sentence is active or passive.

>> **Extension activity:** Employees can bring to class a department/facility newsletter, memo, etc., provide copies for all participants, and as a whole group, determine active and passive sentences. Correct passive sentences if necessary.

EDITING PRACTICE

1. _____ The blood work was finished early by the lab.

2. _____ A Total Quality Management (TQM) class has been approved by the administration.

3. _____ The phone rang over twenty times.

4. _____ The entire department elected the team leader.

5. _____ Mario prevented a terrible accident from happening.

6. _____ The satellite clinic should have been instructed to prepare for the emergency team's visit.

7. _____ Everyone enjoyed the annual employee picnic.

8. _____ Each year we contribute to the United Way.

9. _____ It was requested by Dr. Garcia that Admissions release the patient.

10. _____ The patient was persuaded by the volunteer technicians to return to her room.

(Refer to answer sheet)

SPELLING, PUNCTUATION, AND CAPITALIZATION

SPELLING

* Write down how you think the word might be spelled. Look closely at the word. Does it *look* right? If not, write down one or two more possible spellings?

* Break the word into syllables -- separating each part of the word after a natural stop.
  EXAMPLE: *abandon*
  a ban don

* Use a dictionary. Even if you're even slightly unsure about a word's spelling, look it up.

* Ask someone for help. However, if you ask another person how to spell the word, you run the risk of that person not knowing how to spell it either.

* Practice writing the correctly-spelled word. Use it in a sentence.

PUNCTUATION

End Marks: **Period** (Used after a statement)
Question mark (Used after a question)
Exclamation point (Used after an exclamation)

EXAMPLES: *It's windy outside.* (statement)
When is our next raise? (question)
The building is on fire! (exclamation)

Other Marks: Comma (used after a hesitation or to separate a series of words/phrases)

Semi-colon (used after two parts of a sentence that are closely connected in meaning)

Colon (used before a list of items or details, or after a salutation in a letter.

EXAMPLES: *After the patient ordered her dinner, she fell asleep.* (hesitation after the first part of the sentence)

He likes to play baseball, soccer, and basketball. (separation of a series of words)

The housekeeping staff meets every other Tuesday; the environmental services staff meets only once a month. (connection between two related parts of a sentence)

Please send out the following items: No. 378, No. 213, No. 519, and No. 776. (list of items)

Dear John: (Salutation)

CAPITALIZATION

The two most common instances of capitalization are

1. the first word of a Sentence
2. the first word of a Quotation

>> **Next page activity:** Individually, Partners A and B read sample - circling misspelled words and misuse of punctuation marks and capital letters. Correct. Compare answers. (There are 18 errors).

>> **Extended activity:** Partner B rewrites one paragraph and intentionally includes misspelling, punctuation, or capitalization errors. Partner A corrects. Switch with another paragraph.

EDITING PRACTICE

SPELLING, PUNCTUATION, AND CAPITALIZATION EXERCISE

General personnel Information

The purpose of this section is to aquaint you with certain information that affects your work. Since this information may change it would be a good idea for you to review this information with your supervisor, to be sure it is current.

orientation programs

As a new employee, you will recieve an orientation packet soon after being employed. This program is designed to help you adjust to your job; to provide information about the organization and it's philosophy; and to explain your responsibilities in executing its goals. You are required to attend both an Introduction orientation and a Follow-up orientation: failure to do so could result in suspention and/or release from employment.

All employees receive a copy of this handbook: the subjects covered here will also be discussed at your orientation session. You should read this handbook carefully, and consult you're supervisor if you have any questions.

(Refer to answer sheet)

LESSON 9

FINAL DRAFT AND EVALUATION

Objective: To take what the student has done in revision and editing and produce an error-free final draft. To write a post evaluation paragraph about their family.

Activities:

1. To produce a final draft.
2. To take the post evaluation test.
3. Party time.

ANSWER SECTION

IRRELEVANT IDEAS

~~CARUSO~~

~~CAPTAIN~~

ANSWERS TO TYPES OF SENTENCES

1. (.) IMPERATIVE
2. (.) IMPERATIVE
3. (?) INTERROGATIVE
4. (.) IMPERATIVE
5. (!) EXCLAMATORY
6. (?) INTERROGATIVE
7. (!) EXCLAMATORY
8. (.) DECLARATIVE
9. (.) DECLARATIVE

ANSWERS TO SENTENCE STYLES

1. Simple
2. Compound
3. Complex
4. Compound Complex
5. Compound Complex

ANSWERS TO LESSON 8

SUBJECT/VERBS

1. was
2. shows
3. is
4. are
5. is
6. is
7. deserve
8. was
9. has
10. puts

SENTENCE FRAGMENTS

Answers will vary

(all fragments)

RUN-ONS

1. restroom?
2. Admissions. Now
3. . She
4. unpaved so
5. materials so
6. overtime. She
7. time because
8. form. She
9. shift. He
10. chart?

PARALLEL

1. competent
2. to visit
3. and to call
4. scratched
5. enjoys
6. to speak
7. is opening
8. wants
9. thought
10. bowl

ANSWERS TO LESSON 8

ACTIVE/PASSIVE

1. P
2. P
3. A
4. A
5. A
6. P
7. A
8. A
9. P
10. P

SPELLING, ETC.

1. Personnel
2. acquaint
3. change,
4. supervisor to be
5. Orientation
6. receive
7. job,
8. its
9. philosophy,
10. introduction
11. follow up
12. orientation.
13. Failure
14. suspension
15. handbook.
16. The
17. carefully
18. your